

DEPARTMENT OF ENGLISH
JAHANGIRNAGAR UNIVERSITY

The Syllabus for BA (Honours) in English
Sessions: 2015-2016, 2016-2017, 2017-2018, and 2018-2019
Batches: 45, 46, 47, and 48

The courses offered in the Department of English for the degree of BA (Honours) spread over four years, and carry a total of 134 credits and 3400 marks. The courses on English language, literature, and linguistics carry 3000 marks, and the remaining 400 marks are made up of the other courses integrated into the programme.

The programme requires acquiring a good command of the English language skills, an extensive reading of literary texts with primary focus on their contexts, genres, theoretical apparatus, and interpretive tools, and getting familiar with the basic facets, levels and branches of linguistics.

That is, after the completion of the programme, a student will:

- a. effectively communicate in English language in diverse contexts,
- b. efficiently read, analyze, interpret, appreciate and research literatures in English,
- c. effectually analyze, explicate and research varied aspects of English language, and
- d. effectively exploit and research applied linguistics pertinent to English language teaching.

PROGRAMME OUTLINE

FIRST YEAR			
<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
E 101	Listening and Speaking Skills	4	100
E 102	Critical Reading and Academic Writing	4	100
E 103	Introduction to Poetry and Poetics	4	100
E 104	Introduction to Drama and Theatre	4	100
E 105	Introduction to Prose	4	100
E 106	Socio-Political History of Europe	4	100
E 107	বাংলা ভাষা ও সাহিত্য (Bangla Language and Literature)	4	100
	Viva-voce	2	50
Total		30	750
SECOND YEAR			
<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
E 201	Old and Middle English Language and Literature	4	100
E 202	16th and 17th Century English Poetry and Prose	4	100
E 203	Restoration and 18th Century English Literature	4	100
E 204	English Romantic Poetry	4	100
E 205	Literary Criticism	4	100
E 206	Introduction to Linguistics	4	100
E 207	Introduction to Philosophical Thoughts	4	100
E 208	Introduction to Culture, Psychology, and Politics	4	100
	Viva-voce	2	50
Total		34	850

THIRD YEAR			
Course Codes	Course Titles	Credits	Marks
E 301	Classical Literature in English Translation	4	100
E 302	Elizabethan and Jacobean Drama	4	100
E 303	Victorian Literature	4	100
E 304	19th Century American Literature	4	100
E 305	African and Caribbean Literatures in English	4	100
E 306	Introduction to Applied Linguistics and ELT	4	100
E 307	Professional Communications	4	100
E 308	Translation Studies	4	100
	Viva-voce	2	50
Total		34	850
FOURTH YEAR			
Course Codes	Course Titles	Credits	Marks
Common Courses			
E 401	20th Century British and Irish Literatures I	4	100
E 402	20th Century American Literature I	4	100
E 403	Critical Theory and Critical Applied Linguistics	4	100
E 404	Sociolinguistics	4	100
E 405	Semantics and Pragmatics	4	100
Concentration on Literatures in English and Cultural Studies			
E 406	20th Century British and Irish Literatures II	4	100
E 407	20th Century American Literature II	4	100
E 408	20th Century Australian, Canadian, and Indian Literatures in English	4	100
E 409	Research Methods in Literatures in English and Cultural Studies	4	100
	Viva-voce	2	50
Total		38	950
Concentration on Applied Linguistics and ELT			
E 410	Phonetics and Phonology	4	100
E 411	Morphology and Syntax	4	100
E 412	Psycholinguistics	4	100
E 413	Research Methods in Applied Linguistics and ELT	4	100
	Viva-voce	2	50
Total		38	950

PROGRAMME DETAILS

FIRST YEAR

30 Credits | 750 Marks

E 101 Listening and Speaking Skills

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

After the completion of this course, the students will get their EFL speaking and listening skills substantially improved, and hence become able to attend classes and seminars efficiently, speak clearly and convincingly at workplace, and make formal presentation and public speech.

COMMUNICATION BASICS

- Definitions, types, modes, and models of communication
- Communication competence

LISTENING

- Listening basics: Definition, types, models, and depth of listening; barriers to effective listening; strategies for effective listening
- Listening in practice: Recognizing sounds and words; catching information; finding central information; inference; selective listening; intensive listening; interactive listening; listening to dialogues; listening at conferences and seminars; understanding lyrics
- Critical and analytical listening
- Note-taking: Style and strategy

SPEAKING

Aspects of spoken language

- English sound systems
- Language variations: Accent; dialect; slang

Verbal communication

- Social English
- Business English
- Projection, articulation, and fluency
- Pronunciation: IPA transcription; stress; intonation
- Performance: Monologues, dialogues, etc.

Non-verbal communication

- Elements of nonverbal communication: Body language; eye contact and facial expression; vocal cues; use of time and space
- Joint Functions of nonverbal and verbal messages

PUBLIC SPEAKING

- Presentation: Planning, preparing, and giving a presentation
- Making announcement: Formal, informal, impromptu, PSA, etc
- Analyzing famous speeches: Political, celebrity, inspirational, spiritual, Nobel speech, etc.

Recommended reading

Bonet, D. (2009). *The business of listening: Become a more effective listener*. 4th Edition. New York: Axzo Press.

Buys, W, Thomas S and Roy B. (1995). *Speaking by doing: A speaking-listening text*. Illinois: NTC.

Cusack, B, and Sam M. (2007). *Listening and speaking skills*. UK: MacMillan.

Galvin, K, and Jane T. (2001). *Communication works: Communication applications in the workplace*. Illinois: NTC.

Richards, J, David B, and Sue B. (2007). *Person to Person*. Oxford: OUP.

E 102 Critical Reading and Academic Writing

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

After the completion of this course, the students will get their EFL reading and writing skills substantially improved, and hence become able to read text and discourse in English effectively and critically, and to write focused, coherent, organized, and grammatically correct compositions and critical essays.

CRITICAL READING

- Skimming, Scanning, Previewing, and Inferring
- Extracting main ideas
- Understanding text organization
- Understanding Form, Voice, Tone, and Style
- Dealing with unfamiliar words and language variation
- Reading blurbs, media texts, etc.
- Understanding rhetorical and poetic uses of language
- Writing summaries and paraphrases

WRITING COMPOSITION

- Paragraph: Topic sentence, supporting details, coherence and continuity, terminator
- Essay: Title, introduction and thesis statement, supporting paragraphs, cohesion, conclusion
- Patterns of writing: Narration, description, illustration, definition, comparison and contrast, division and classification, causal analysis, process, argument, persuasion, etc.
- Writing exam essays, term paper, and thesis paper

CRITICAL APPRECIATION

- Writing explication, analysis, interpretation, and evaluation
- Writing about literature: Theme; structure (plot, point of view etc.); style; imagery; prosody; rhetorical and figurative languages

EDITING AND PROOFREADING

- Sentence structure: Tense; voice; conditionals; prepositions; fragments, run-ons, misplaced modifier, dangling modifier, etc.
- Mechanics: Capitalization; number style; punctuation, etc.

REFERENCE SKILLS

- Using the dictionary and library
- Avoiding plagiarism: Quoting, summarizing, paraphrasing
- Citation: In-text citation; bibliography

Recommended reading

Barnet, S. and William E. (2006). *A short guide to writing about literature*. 9th Edition. New Jersey: Pearson.

Goatly, A. (2000). *Critical reading and writing: An introductory coursebook*. New York: Routledge.

Heath, Marylin. (2010). *MLA made easy: Citation basics for beginners*. Oxford: Linworth Publishing.

Ingram, B. and King, C. (2004). *From writing to composing: An introductory composition course*. Cambridge: CUP.

Morley, D. (2007). *Cambridge introduction to creative writing*. Cambridge: CUP.

Raymond, R. C. (2011). *Readings in writing courses: Replacing literature in composition*. USA: Information Age Publishing Inc.

E 103 Introduction to Poetry and Poetics

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

After the completion of this course, the students will be well familiarized with poems of different languages (translated into English), genres and forms, ranging from the sonnet and elegy to concrete poetry, and thus will be able to write effective papers to analyze style, structure, theme, and other features of poems.

POETICS

- Genres: Ballad, concrete poetry, dramatic monologue, elegy, lyric, narrative, nonsense, ode, prose poetry, ruba'i, sonnet, Spiritual, etc.
- Elements of poetry:
 - Lexical-thematic dimension: diction, rhetorical and figurative use of language, theme, etc.
 - Visual dimension: line, stanza, concrete poetry, illuminated manuscript, etc.
 - Rhythmic-acoustic dimension: rhyme, rhythm, alliteration, onomatopoeia, etc.
- Elements of music: Pitch, scale, time (rhythm), harmony (polyphony, counterpoint), etc.

POETRY*Oral tradition*

Anonymous	“The Wife of Usher’s Well”
Anonymous	“Steal Away to Jesus”
Anonymous	“Didn’t My Lord Deliver, Daniel”

Written tradition: Poetry in English

Philip Sidney	<i>Astrophil and Stella</i> 1, 5
William Shakespeare	Sonnet 18
George Herbert	“Easter Wings,” “The Collar”
Thomas Gray	“Elegy Written in a Country Churchyard”
William Wordsworth	The Lucy Poems
Percy Bysshe Shelley	“To a Sky-lark”
John Keats	“La Belle Dame Sans Merci”
Elizabeth Barrett Browning	“How do I love thee?”
Alfred, Lord Tennyson	“Ulysses”
Langston Hughes	“I, Too, Sing America”
Jayanta Mahapatra	“Dawn at Puri,” “A Missing Person”
Adrienne Rich	“Aunt Jennifer's Tigers”
Seamus Heaney	“Digging”
Benjamin Zephaniah	“Dis Poetry,” “De Rong Song”

Written tradition: Poetry in English Translation

Li Po aka Li Bai	“Chuang Tzu and the Butterfly”
Jalāl ad-Dīn Muhammad Rūmī	<i>Masnavi</i> (selection)
Edward Fitzgerald (Trans.)	<i>The Rubáiyát of Omar Khayyám</i> (1-17)
Kahlil Gibran	<i>The Prophet</i> (“On Love,” “On Marriage”)
Pablo Neruda	<i>Cien sonetos de amor</i> (selection)

Recommended reading

- Barnet, Sylvan. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson Longman, 2008.
- Bohn, Williard. *Reading Visual Poetry*. UK: Fairleigh University Press, 2011.
- Eagleton, Terry. *How to Read a Poem*. Malden: Blackwell, 2007.
- Hirsch, Edward. *How to Read a Poem*. New York: Harvest Book, 1999.
- Kennedy, X. J. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. USA: Pearson, 2015.
- Preminger, Alex and T.V.F. Brogan. *The New Princeton Encyclopedia of Poetry and Poetics*. USA: MJF Books, 1993.
- Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. Oxford: OUP, 2001.
- Young, Tory. *Studying English Literature: A Practical Guide*. Cambridge: CUP, 2008.

E 104 Introduction to Drama and Theatre

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

After the completion of this course, the students will be well familiarized with theory and craft of drama and theatre, and hence will be able to write effective papers to analyze style, structure, theme, and other features of plays.

DRAMATICS AND THEATRE

Aristotle	<i>Poetics</i>
Bharata Muni	<i>Natya Shastra (Navarasa)</i>

- Genres: Tragedy, comedy, tragicomedy, romance
- Elements of Drama: Construction, language, action
- Elements of Theatre: Atmosphere, stage, acting, direction, artistic direction, art direction
- Elements of Performance: Persona; movement; projection; improvisation

DRAMA

Sophocles	<i>King Oedipus</i>
William Shakespeare	<i>The Merchant of Venice</i>
John Millington Synge	<i>Riders to the Sea</i>
Edward Albee	<i>The Zoo Story</i>
Mahesh Dattani	<i>Final Solutions</i>

Recommended reading

- Barnet, Sylvan. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson Longman, 2008.
- Kennedy, X. J. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. USA: Pearson, 2015.
- Pickering, Kenneth. *Key Concepts in Drama and Performance*. 2nd ed. US: Macmillan, 2005.
- Styan, J.L. *The Elements of Drama*. Cambridge: Cambridge University Press, 2001.
- . *Drama: A Guide to the Study of Plays*. Washington: Peterlang, 2001.
- Yarrow, Raplh. *Indian Theatre: Theatre of Origin, Theatre of Freedom*. Great Britain: Curzon Press, 2001.
- Young, Tory. *Studying English Literature: A Practical Guide*. Cambridge: CUP, 2008.

E 105 Introduction to Prose

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

After the completion of this course, the students will be able to analyze and critique the ways a prose narrative is formed and, hence will be able to write effective papers to analyze style, structure, theme, and other features of a prose piece.

ART OF FICTION

E M Forster	“Plot” (from <i>Aspects of the Novel</i>)
D H Lawrence	“Why the Novel Matters”
Virginia Woolf	“Modern Fiction”

- Genres: Novel, short story, fable, tale, parable, essay
- Elements of fiction: Theme, structure, plot, characterization, narrative technique, point of view, symbolism, style, etc.
- Elements of essay: Theme, structure, form, style, tone

NOVEL

Jane Austen	<i>Pride and Prejudice</i>
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SHORT STORY

Rabindranath Tagore	“The Postmaster”
Edgar Allan Poe	“The Purloined Letter”
James Joyce	“Araby”
Franz Kafka	“A Hunger Artist”

Anton Chekov	“The Lottery Ticket”
ESSAY	
Jonathan Swift	“A Modest Proposal”
John Henry Newman	“The Idea of a University” (selection)
George Orwell	“Shooting an Elephant”

LETTER

The Brownings	Love letters (selection)
Rabindranath Tagore	“Letter Repudiating the Knighthood”

SPEECH

William Faulkner	Nobel Prize Banquet Speech
Martin Luther King Jr.	“I Have a Dream”

Recommended reading

- Barnet, Sylvan. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson Longman, 2008.
- Hadfield, Andrew (Ed.) *The Oxford Handbook of English Prose (1500-1640)*. London: Oxford University Press, 2013.
- Kennedy, X. J. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. USA: Pearson, 2015.
- Lodge, David. *The Art of Fiction*. UK: Randomhouse, 2012.
- Rand, Ayn. *The Art of Fiction: A Guide for Writers and Readers*. London: Plume, 2000.

E 106 Socio-Political History of Europe

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course, in a broad historical scope, studies the social and political history of Europe with a critical focus on the formation of the ‘United Kingdom.’ After the completion of the course, the students will be able to understand if and how the culture, society, and history of England are shaped by different European and national movements and events and how these movements shaped the development of English literary periods.

- The Crusades and the Ottoman Empire
- The Renaissance
- Reformation and Counter-Reformation Movements
- Colonization and Mercantilism
- Monarchy versus Parliament in England: Civil War; the Commonwealth; the ‘Glorious’ Revolution
- The ‘Enlightened Despots’
- French Revolution: The End of Absolutism in France; the Enlightenment
- Industrial Revolution
- World War I (1914-1918)
- Bolshevik Revolution
- World War II (1939-1945)
- The ‘Cold War’

Recommended reading

- Blanning, T C W (Ed.). *The Oxford History of Modern Europe*. 1996. Oxford: OUP, 2000.
- Kerpat, Kemal H. *Studies on Ottoman Social and Political History*. Leiden: Brill, 2002.
- Thompson, F M L (Ed.). *The Cambridge Social History of Britain (1750-1950)*. Cambridge: CUP, 1990.
- Trevelyan, G M. *Social History of England*. Cambridge: Cambridge University Press, 1990.

E 107 বাংলা ভাষা ও সাহিত্য (Bangla Language and Literature)

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course samples the rich tradition of Bangla literature. It includes both the formal study of literary devices and critical reading of select poems, plays, novels, and short stories. The objective is to underscore the uniqueness and immense varieties of Bangla literature as well as to explore if and how Bangla literature has been influenced by the western and English literature and philosophy.

ক. বাংলা ভাষা

বাংলা শব্দ ভাণ্ডার ও শব্দগঠন-প্রক্রিয়া; বাক্যগঠন ও বৈচিত্র্য; ভাষারীতি, বাংলা বানান-রীতি ও প্রমিত বাংলা উচ্চারণ

খ. ছন্দ ও অলঙ্কার সমীক্ষা

ছন্দ: অক্ষরবৃত্ত, মাত্রাবৃত্ত, স্বরবৃত্ত, গদ্যছন্দ, মিশ্রছন্দ
 শব্দালঙ্কার: অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, ধ্বন্যুক্তি
 অর্থালঙ্কার: উপমা, রূপক, উৎপ্রেক্ষা, সমাসোক্তি, অতিশয়োক্তি

গ. বাংলা সাহিত্য**কবিতা**

চর্যাপদ	নির্বাচিত অংশ
লালন সাঁই	‘ক্ষেপা তুই না জেনে তোর আপন খবর’, ‘আমি একদিনও না দেখিলাম তারে’
রবীন্দ্রনাথ ঠাকুর	‘দুই বিঘা জমি’, ‘দেবতার গ্রাস’
মাইকেল মধুসূদন দত্ত	‘বঙ্গভাষা’
কাজী নজরুল ইসলাম	‘বিদ্রোহী’, ‘মানুষ’
সুধীন দত্ত	‘স্বাশ্বতী’
জীবনানন্দ দাশ	‘বনলতা সেন’, ‘তোমার যেখানে সাধ’, ‘আট বছর আগের একদিন’
সুধীন দত্ত	‘স্বাশ্বতী’
শামসুর রাহমান	‘কখনো আমার মাকে’, ‘বর্ণমালা, আমার দুঃখিনী বর্ণমালা’
আল মাহমুদ	সোনালী কাবিন ১, ২

নাটক

সেলিম আল দীন	কিউনখোলা
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গল্প

রবীন্দ্রনাথ ঠাকুর	‘অতিথি’, ‘ক্ষুধিত পাষণ’
মানিক বন্দ্যোপাধ্যায়	‘প্রাগৈতিহাসিক’
শরৎচন্দ্র চট্টোপাধ্যায়	‘মহেশ’
সৈয়দ ওয়ালিউল্লাহ	‘নয়নচারা’
মহাশ্বেতা দেবী	‘স্তন্যদায়িনী’
আখতারুজ্জামান ইলিয়াস	‘দুধভাতে উৎপাত’

উপন্যাস

বিভূতিভূষণ বন্দ্যোপাধ্যায়	আরণ্যক
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সহায়ক গ্রন্থাবলী

প্রমিত বাংলা ব্যাকরণ, পবিত্র সরকার ও রফিকুল ইসলাম
 মাহবুবুল হক, বাংলা বানানের নিয়ম
 মুহম্মদ শহীদুল্লাহ, বাঙ্গালা ভাষার ইতিবৃত্ত
 সুভাষ ভট্টাচার্য, বাঙালির ভাষা; আধুনিক বাংলা প্রয়োগ অভিধান
 হায়াৎ মামুদ, বাংলা লেখার নিয়ম-কানুন

SECOND YEAR
32 Credits | 800 Marks

E 201 Old and Middle English Language and Literature

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

After the completion of this course, the students will be acquainted with the major phases of the evolution of English language as well as the political and cultural history and aesthetic tradition of the Anglo-Saxon Period and Middle Age that shaped contemporary literature in English.

HISTORY OF ENGLISH LANGUAGE

- Proto-English
- Old English
- Middle English

OLD ENGLISH LITERATURE

Anonymous	“The Wanderer”
Anonymous	“The Seafarer”
Anonymous	“Dream of the Rood”
Anonymous	<i>Beowulf</i>

MIDDLE ENGLISH LITERATURE

Geoffrey Chaucer	“The General Prologue” to <i>The Canterbury Tales</i>
Thomas Mallory	<i>Le Morte d’Arthur</i> (selection)

Recommended reading

- Hogg, Richard Hogg and David Denison (Eds.) *A History of the English Language*. UK: Cambridge University Press, 2000.
- Alego, John. *The Cambridge History of the English Language*. UK: Cambridge University press, 2001.
- Lambdin, Laura C. & Robert T. Lambdin. (Eds.) *A Companion to Old and Middle English Literature*. London: Greenwood Press, 2002.

E 202 16th and 17th Century English Poetry and Prose

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course samples major writings including essays, pamphlets, epics, sonnets, and ‘metaphysical’ poetry in English produced in the sixteenth and seventeenth centuries England. After the completion of this course, the students will be able to understand and critique how the spirit of the Renaissance informed these writings and how they formed the base of English literature.

Francis Bacon	“Of Truth,” “Of Marriage and Single Life,” “Of Studies,” “Of Great Place,” “Of Friendship”
Edmund Spenser	<i>The Faerie Queene</i> , Book I, Cantos I, II (st. 1-11)
William Shakespeare	Sonnets 12, 55, 116, 130, 144
John Donne	“No man is an island” (selection), “The Good Morrow,” “The Canonization,” “The Apparition,” “A Valediction: Forbidding Mourning,” “Batter my heart,” “Death, be not proud”
Andrew Marvell	“To His Coy Mistress,” “Definition of Love”
John Milton	“L’ Allegro,” “Il Penseroso,” <i>Areopagitica</i> <i>Paradise Lost</i> , Books I, IX, X

Recommended reading

- Grierson, Herbert (Ed.) *Metaphysical Lyrics and Poems of the Seventeenth Century*. Oxford: OUP, 1995.
- Guibbory, Achsah. *The Cambridge Companion to John Donne*. Cambridge: CUP, 2006.
- Spies, Marijke. *Rhetoric, Rhetoricians, and Poets: Studies in Renaissance Poetry and Poetics*. Amsterdam: AUP, 1999.

Matz, Robert. *The World of Shakespeare's Sonnets: An Introduction*. London: McFarland & Company Inc., 2008.

Das, Nandini. *Renaissance Romance: The Transformation of English Prose Fiction, 1570–1620*. Surrey: Ashgate, 2011.

Malcomson, Cristina. *Renaissance Poetry*. London: Longman, 1998.

Teske, Gordon. *The Poetry of John Milton*. Massachusetts: Harvard University Press, 2015.

Campbell, Gordon and Corns, Thomas. *John Milton: Life, Work, and Thought*. Oxford: OUP, 2008.

Waudby, June. *Renaissance Prose and Poetry*. London: Pearson Longman, 2010.

E 203 Restoration and 18th Century English Literature

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course samples major writings including poems, plays, essays, novels, and speech in English produced in the Restoration period and the eighteenth century England and Ireland. After the completion of this course, the students will be able to understand and critique how the political, religious, aesthetic and philosophical ideas informed these writings.

Joseph Addison and Richard Steele	<i>Coverley Papers</i> : “The Spectator’s Account of Himself” (1), “Of the Club” (2), “Sir Roger at Church” (112), “On Witchcraft – Story of Moll White” (117)
William Wycherley	<i>The Country Wife</i>
John Dryden	<i>Mac Flecknoe</i>
Aphra Behn	<i>Oroonoko</i>
Daniel Defoe	<i>Robinson Crusoe</i>
Jonathan Swift	<i>Gulliver’s Travels</i>
Alexander Pope	<i>The Rape of the Lock</i>
Edmund Burke	“Speech on Mr Fox’s East India Bill” (selection)

Recommended reading

Maclean, Gerald. (Ed.) *Culture and Society in the Stuart Restoration: Literature, Drama, History*. Cambridge: Cambridge University Press, 1995.

Rothstein, Eric. *Restoration and Eighteenth-Century Poetry 1660-1780*. London: Routledge, 1981.

Hughes, Derek & Janet Todd. *The Cambridge Companion to Aphra Behn*. UK: Cambridge University Press, 2004.

McCrea, Brian. *Addison and Steele are Dead: The English Department, Its Canon, and the Professionalization of Literary Criticism*. London: University of Delaware Press, 1990.

E 204 English Romantic Poetry

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course introduces students to the important writers and literary ideas of the British Romantic period. After the completion of this course, the students will be able to locate and critique how diverse political, philosophical and social changes informed the writings of six luminaries of the time. Knowledge of the European Romanticism is required to understand the thematic and formal features of the poems offered in this course.

William Blake	<i>Songs of Innocence and of Experience</i> (selection) “All Religions are One”
William Wordsworth	<i>The Prelude</i> Book First “Lines Composed a Few Miles above Tintern Abbey” “Ode: Intimations of Immortality”
Samuel Taylor Coleridge	<i>The Rime of the Ancient Mariner</i> “Kubla Khan,” “Dejection: An Ode”
George Gordon Byron	<i>Don Juan</i> , Canto I, “She Walks in Beauty”
Percy Bysshe Shelley	<i>Adonais</i> , “Ode to the West Wind”, “Ozymandias”
John Keats	“On First Looking into Chapman’s Homer,” “Ode to Psyche”, “Ode to a Nightingale”, “Ode on a Grecian Urn”, “To Autumn,” Letters (selection)

Recommended reading

- Bowra, Cecil Maurice. *The Romantic Imagination*. Cambridge: Cambridge University Press, 1990.
- Bennett, Andrew. *Romantic Poets and the Culture of Posterity*. Cambridge: Cambridge University Press, 2004.
- Cox, Philip. *Gender, Genre, and the Romantic Poets: An Introduction*. UK: Manchester University Press, 1996.
- Curran, Stuart. *The Cambridge Companion to British Romanticism*. UK: Cambridge University Press, 2010.
- McLane, Maureen N. *The Cambridge Companion to British Romantic Poetry*. UK: Cambridge University Press, 2008.
- Stafford, Fiona. *Reading Romantic Poetry*. London: Wiley Blackwell Publishers, 2012.

E 205 Literary Criticism

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

After the completion of this course, the students will be acquainted with methods and concepts of literary criticism and, hence will be able to understand and attend to the debates on the nature, function, and value of literature vis-à-vis aesthetic and political contexts. The course also offers elementary exposure to the world poetics.

CRITICISM BASICS

- Criticism: Definition, elements, principles, and functions of criticism; characteristics of a critic; criticism vis-à-vis humanities, science, and critical theory
- Methods of Criticism: Appreciation, explication, exegesis, analysis, interpretation, evaluation, critique, performativity
- Concepts of Criticism: Mimesis, expressivity, hermeneutics, values, and canon
- World Criticism: Arabic (*takhyīl*), Chinese (*xing*), and Sanskrit (*rasa*, *dhvani*, *sphota*) traditions of literary criticism

SELECT TEXTS OF CRITICISM

Samuel Johnson	Preface to Shakespeare (selection), "Life of Cowley" (selection)
William Wordsworth	Preface to <i>Lyrical Ballads</i>
Samuel Taylor Coleridge	<i>Biographia Literaria</i> Chapters XIII, XIV
Matthew Arnold	"Sweetness and Light"
Thomas Stearns Eliot	"Tradition and the Individual Talent"
Victor Shklovsky	"Art as Technique"
Virginia Woolf	"Shakespeare's Sister"
Edward Said	Introduction to <i>Orientalism</i>
Terry Eagleton	"The Rise of English"

REQUIRED READING

The students require reading knowledge of Sidney's "An Apology for Poetry," Dryden's *An Essay on Dramatic Poesie*, Shelley's "The Defence of Poetry," Arnold's "The Function of Criticism" and "The Study of Poetry," and Newton's "Performing Literary Interpretation"

Recommended reading

- Abrams, M H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford: OUP, 1953.
- Bennett, Andrew (Ed.). *Readers and Reading*. London: Longman, 1995.
- Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2014.
- Day, Garry. *Literary Criticism: A New History*. Edinburgh: EUP, 2008.
- Miner, Earl. *Comparative Poetics: An Intercultural Essay on Theories of Literature*. Princeton: PUP, 1990.
- Richards, I.A. *Principles of Literary Criticism*. 1924. London: Routledge, 2004.
- Kolbas, E, Dean. *Critical Theory and the Literary Canon*. UK: Westview, 2001.

E 206 Introduction to Linguistics

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

Everyone speaks at least one language, and most people have fairly strong views about their own language. Linguistics scientifically studies the varied aspects of language in general and a language in particular as well as language learning and language teaching. After the completion of this course, the students will be able to study the basic facets of language, language learning, and language teaching.

- Language: Origin, definition and properties
- Linguistics: Definition, scope, status as a discipline and branches
- Schools of Linguistics: Saussure, Prague school, Bloomfield, Chomsky, Firth and Halliday
- Levels of Linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics, lexicology and graphology
- Psychological Aspects of Language: Child language development, the Behaviourist Theory, Mentalist Theory, Biological Theory, and Cognitive Theory
- Social Aspects of Language: Language, standard language, dialects, registers, bilingualism, diglossia, code-switching, and borrowing
- L₂ Learning and Acquisition: Individual differences, the Monitor Model, Interlanguage Theory, Acculturation Theory, and Universal Grammar Theory

Recommended reading

Aronoff, M. and Rees-Miller, J. (Eds.). (2001). *The handbook of linguistics*. Oxford, Malden, MA: Blackwell.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.

McLaughlin, B. (1987). *Theories of second language learning*. London: Edward Arnold.

Sampson, G. (1980). *Schools of linguistics*. Oxford: OUP.

Wardhaugh, R. (1992). *An introduction to sociolinguistics*. Oxford: Blackwell.

E 207 Introduction to Philosophical Thoughts

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course offers an eclectic array of philosophical ideas, theories, and writings, ranging from that by Plato and Ibn Sina through Kant and Mill to Lalou and Sartre. After the completion of this course, the students will be acquainted with six areas of philosophical thoughts and, hence will be able to discern the mutual interdependence of literature and philosophy.

EPISTEMOLOGY

- Theory of Knowledge (Plato, Locke, Kant)
- Methodical Doubt (Descartes)
- *Dehatatva* (Lalon)

METAPHYSICS AND ONTOLOGY

- Theory of Form (Aristotle)
- Essence and Existence (Ibn Sina)
- Sufism (Rumi)
- Freedom and Determinism
- Existentialism (Sartre)

LOGIC

- Argument, Truth, and Validity
- Inductive, Deductive, and Abductive Reasoning
- The Dialectic Process (Hegel)

ETHICS

- Ethics, Moral Judgment, Moral Standard, and Moral Relativism
- Hedonism and Utilitarianism (Mill)
- Free Will and Moral Responsibility
- Practical Ethics (e.g. human rights, animal rights, euthanasia, and cyber ethics)

AESTHETICS

- Beauty (Kant)
- Pleasure (Mill)
- Taste (Hume, Kant)

Recommended reading

Blocker, H Gene. *World Philosophy: An East-West Comparative Introduction to Philosophy*. Ann Arbor: The University of Michigan Press, 2010.

Fisher, Alec. *Critical Thinking: An Introduction*. Cambridge: CUP, 2001.

Dickie, G. *Introduction to Aesthetics*. Oxford: OUP, 1997.

Heywood, A. *Key Concepts in Politics*. Palgrave Macmillan, 2000.

Hurley, Patrick. *A Concise Introduction to Logic*. London: Wadsworth/Thomson Learning, 2000.

Perry, Jhon, Michael Bartman and John Marin Fisher. *Introduction to Philosophy: Classical and Contemporary Readings*. Oxford: OUP, 2015.

E 208 Introduction to Culture, Psychology, and Politics

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

The course is designed to introduce students to the theories and methodologies of cultural anthropology, post-theoretical psychological incorporations and concepts concerning political ideologies. After the completion of this course, the students will be able to make critical study of culture, politics and psychology and their diverse manifestations ranging from economy and arts to gender and ethnicity.

CULTURE

- Core concepts: *Culture; Social Structure; Cultural Relativism; Acculturation; Holism; Etic and Emic Perspectives*
- Subsistence and Economy
- Belief Systems
- Kinship and Marriage

PSYCHOLOGY

- Associationism: *Memory*
- Voluntarism: *The Composition of Consciousness (Wundt)*
- Structuralism: *The Elements of Love*
- Functionalism: *Stream of Consciousness (James)*
- Behaviorism: *Models of Learning; Emotions, Thinking, and Instinct (Watson)*
- Cross-Cultural Psychology: *Absolutism, Relativism, and Universalism*

POLITICS

- Power: Negative and Positive Power, Equality, Justice
- State: the State, Citizenship, Sovereignty (Hobbes, Locke, Rousseau),
- Ideology: Democracy, Capitalism, Dialectical Materialism, Socialism, Communism, Fascism, Nationalism, Ahimsa
- Contemporary Concerns: Multiculturalism, Ethnicity, Racism, Fundamentalism, Globalization, Terrorism

Recommended reading

Bodley, John H. *Cultural Anthropology: Tribes, States, and the Global System*. Plymouth: AltaMira Press, 2011.

Heil, John. *Philosophy of Mind: A Contemporary Introduction*. 3rd Edition. London and New York: Routledge, 2013.

Horrman, John and Paul Graham. *Introduction to Political Theory*. New Jersey: Pearson, 2007.

Lawson, Robert B, Jean E Graham and Kristin M Baker. *A History of Psychology: Globalization, Ideas, and Applications*. New Jersey: Pearson, 2007.

Peoples, James and Garrick Bailey. *Humanity: An Introduction to Cultural Anthropology*. Belmont: Wadsworth, 2012.

THIRD YEAR**34 Credits | 850 Marks****E 301 Classical Literature in English Translation**4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

The objective of this course is to introduce students to the eastern and western classical literatures in English translation. The course offers critical reading of six classics written originally in Sumerian, Greek, Latin, Persian and Sanskrit languages. After the completion of the course, the students will be able to understand and study ancient literatures that have shaped the development of literatures in the later periods. Knowledge of the relevant historical and literary ages is required.

Anonymous	<i>Gilgamesh</i>
Aeschylus	<i>Agamemnon</i>
Ferdowsi	<i>The Shah Nameh</i> (selection)
Homer	<i>The Iliad</i>
Virgil	<i>The Aeneid</i>
Vyasa	<i>The Mahabharata</i> (abridged version)

Recommended reading

- Albrecht, Michael Von. *Roman Epic: An Interpretative Introduction*. Leiden, Boston, and Koln: Brill, 1999.
- Dabiri, Ghazzal. *The Origins and Development of Persian Epics*. Los Angeles: University of California Press, 2007.
- George, A. R. *The Babylonian Gilgamesh Epic: Introduction, Critical Edition and Cuneiform Texts*. Oxford and New York: Oxford University Press, 2003.
- Gregory, Nagy. *Greek Mythology and Poetics*. New York: Cornell University Press, 1990.
- Lovatt, Helen. *The Epic Gaze: Vision, Gender and Narrative in Ancient Epic*. Cambridge: CUP, 2013.
- Narayan, R. K.. *The Indian Epics Retold*. New Delhi: Penguin Books, 1995.
- Toohey, Peter. *Reading Epic: An Introduction to the Ancient Narratives*. London: Routledge, 1992.

E 302 Elizabethan and Jacobean Drama4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course offers seven great dramatic works of two of the most prolific literary ages in the history of English literature. After the completion of this course, the students will be able to locate and critique how the spirit of the Renaissance informed diverse dramatic genres of these periods with a far-reaching impact on the development of English literature. In reading these seminal texts, both knowledge of the socio-political background of the relevant ages and politically-informed critical reading (for example, issues of race and gender) are required.

Christopher Marlowe	<i>Doctor Faustus</i>
William Shakespeare	<i>Macbeth</i>
	<i>Hamlet</i>
	<i>As You Like It</i>
	<i>The Tempest</i>
Ben Jonson	<i>Volpone</i>
John Webster	<i>The Duchess of Malfi</i>

Recommended reading

- Bloom, Harold (Ed). *Christopher Marlowe*. Broomall, PA: Chelsea House Publisher, 2002.
- Harp, Richard and Stanley Stewart (Eds). *The Cambridge Companion to Ben Jonson*. Cambridge: CUP, 2000.
- Kastan, David Scott and Peter Sallybrass (Eds). *Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama*. London and New York: Routledge, 1991.
- Kinney, Arthur F. *The Oxford Handbook of Shakespeare*. Oxford: OUP, 2012.
- Knight, G. Wilson. *The Wheel of Fire: Interpretations of Shakespearean Tragedy*. London and New York: Oxford University Press, 1930.

Logan, Robert A.. *Shakespeare's Marlowe: The Influence of Christopher Marlowe on Shakespeare's Artistry*. Burlington and Hampshire: Ashgate, 2007.

Moore, Don D.. *John Webster: The Critical Heritage*. London and New York: Routledge, 1981.

Tiffany, Stern. *Making Shakespeare: from Stage to Page*. London and New York: Routledge, 2004.

Tomlinson, T. B.. *A Study of Elizabethan and Jacobean Tragedy*. Cambridge: CUP, 1964.

E 303 Victorian Literature

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course accommodates major works of seven major writers of the Victorian period. After the completion of the course, the students will be acquainted with and, hence will understand and write about the turbulent political and spiritual experiences of the age that saw immense development in urbanization, industrialization, colonization, women's rights movements, and scientific discoveries.

Alfred Tennyson	"Tithonus," "The Lady of Shalott," "The Lotos-Eaters"
Robert Browning	"My Last Duchess," "Andrea Del Sarto," "Fra Lippo Lippi"
Charles Dickens	<i>Great Expectations</i>
Emily Brontë	<i>Wuthering Heights</i>
Thomas Hardy	<i>Tess of the D'Urbervilles</i>
Matthew Arnold	"The Scholar Gypsy," "Dover Beach"
Christina Rossetti	"Goblin Market"
Gerard Manley Hopkins	"The Windhover," "Pied Beauty," "God's Grandeur"

Recommended reading

Amigoni, David. *Victorian Literature*. Edinburgh: Edinburgh University Press, 2011.

Brantlinger, Patrick and William B. Thesing. *A Companion to the Victorian Novel*. Massachusetts: Blackwell Publishing Company, 2002.

Christ, Carol T. and John O. Jordan. *Victorian Literature and the Victorian Visual Imagination*. Berkley, Los Angeles and London: University of California Press, 1995.

Faulkenburg, Marilyn Thomas. *Church, City, and Labyrinth in Bronte, Dickens, Hardy, and Butor*. New York: Peter Lang Publishing Inc., 1993.

Langland, Elizabeth. *Telling Tales: Gender and Narrative Form in Victorian Literature and Culture*. Columbus: Ohio State University Press, 2002.

Litzinger, Boyd and Donald Smalley. *Robert Browning: the Critical Heritage*. London and New York: Routledge, 2004.

Mazzeno, Laurence W. *Alfred Tennyson: the Critical Legacy*. Rochester: Camden House, 2004.

E 304 19th Century American Literature

4 Credits | 100 Marks (35 Final Examination + 20 Tutorial + 10 Attendance)

This course samples some major works of American literature produced in the 19th Century. After the completion of the course, the students will trace the emergence of writings of the Americans as 'American,' and, hence will read and write productively about writers as diverse as Emerson and Twain, Douglass and Dickinson.

Ralph Waldo Emerson	"Nature," "The American Scholar"
Nathaniel Hawthorne	<i>The Scarlet Letter</i>
Henry David Thoreau	"Civil Disobedience"
Frederick Douglass	<i>Narrative of the Life of Frederick Douglass, an American Slave</i> (selection)
Walt Whitman	<i>Song of Myself</i>
Herman Melville	<i>Moby-Dick</i>
Emily Dickinson	Poems 49, 67, 214, 280, 341, 465, 712, 754, 721, 986, 1463, 1670, 1732.
Samuel Langhorne Clemens (Mark Twain)	<i>The Adventures of Huckleberry Finn</i>

Recommended reading

- Budd, Louis J.. *Mark Twain: Social Philosopher*. Columbia and London: University of Missouri Press, 2001.
- Bloom, Harold (Ed). *Emily Dickinson*. New York: Infobase Publishing, 2008.
- Chesebrough, David B.. *Frederick Douglass: Oratory from Slavery*. Connecticut and London: Greenwood Press, 1998.
- Field, Peter S.. *Ralph Waldo Emerson: the Making of a Democratic Intellectual*. New York and Oxford: Rowman and Littlefield Publishers Inc., 2002.
- Higgins, Brian and Hershel Parker (Eds). *Herman Melville: The Contemporary Reviews*. Cambridge: CUP, 1995.
- Husband, Julie. *Antislavery Discourse and Nineteenth-Century American Literature*. New York: Palgrave Macmillan, 2010.
- LeMaster, J.R. and Donald D. Kummings. *Walt Whitman: an Encyclopedia*. London and New York: Routledge, 1998.
- Marrs, Cody. *Nineteenth-Century American Literature and the Long Civil War*. Cambridge: CUP, 2015.
- Price, Kenneth M. *Walt Whitman: The Contemporary Reviews*. Cambridge: CUP, 1996.
- Turner, Jack (Ed). *A Political Companion to Henry David Thoreau*. Kentucky: The University Press of Kentucky, 2009.

E 305 African and Caribbean Literatures in English

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course introduces students to the rich variety of the African and Caribbean literature in English in the 20th century, often dubbed ‘postcolonial’ writings. After the completion of this course, the students will be able to locate and analyze how complex network of conflicting emotions and experiences triggered by informed these writings and, hence will be able to analyze how these writings have appropriated the language and narrative mode of the ‘centre’ both as a critique of domination and creative resistance. Knowledge of the socio-political and cultural background of the modern day Africa and the Caribbean, the history of the European colonization, and anti-colonial resistance movements is required.

Chinua Achebe	<i>Things Fall Apart</i>
Nadine Gordimer	<i>July's People</i>
Gabriel Okara	“You Laughed and Laughed and Laughed,” “Suddenly the Air Cracks”, “The snowflakes sail gently down,” “The Mystic Drum”
Wole Soyinka	<i>The Road</i>
Ngugi wa Thiong’o	<i>Petals of Blood</i>
E K Brathwaite	<i>The Arrivants</i> (“New World A-Comin,” “Folkways,” “Bosompra,” “Homecoming,” “Negus”)
V S Naipaul	<i>A House for Mr Biswas</i>
Derek Walcott	“A Far Cry from Africa,” “Ruins of a Great House,” <i>Another Life</i> (selection), <i>Omeros</i> (selection)

REQUIRED READING

Edward Said	“Orientalism Reconsidered”
Chinua Achebe	“The African Writer and the English Language”
Stuart Hall	“Cultural Identity and Diaspora”
Ngugi wa Thiong’o	<i>Decolonizing the Mind</i> (selection)

Recommended reading

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso, 1983.
- Appiah, Kwame Anthony. *In My Father's House: Africa in the Philosophy of Culture*. New York and Oxford: Oxford University Press, 1992.
- Ascroft, Bill, Gareth Griffiths and Helen Tiffin (eds.). *The Post-colonial Studies Reader*. London and New York: Routledge, 1995.
- . *Post-Colonial Studies: The Key Concepts*. London and New York: Routledge, 2000.

- . *The Empire Writes Back: Theory and practice in post-colonial literatures*. 1989. London and New York: Routledge, 2003.
- Beier, Uli and Gerald Moore. *The Penguin Book of Modern African Poetry*. Middlesex: Penguin, 1986.
- Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: OUP, 1995.
- Brown, Stewart and Ian McDonald (sel.). 1992. *The Heinemann Book of Caribbean Poetry*. Oxford: Heinemann.
- Childs, Peter and Patrick Williams. *An Introduction to Post-Colonial Theory*. Essex: Longman-Pearson Education, 1997.
- Donnell, Alison and Sarah Lawson Welsh (eds.). *The Routledge Reader in Caribbean Literature*. London and New York: Routledge, 1996.
- Gilbert, Helen and Joanne Tompkins. *Post-Colonial Drama: Theory, practice, politics*. London and New York: Routledge, 1996.
- King, Bruce (ed.). 1998. *New National and Post-colonial Literatures: An Introduction*. Oxford: Clarendon Press.
- Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 2001.
- Nayar, Promod K. *Postcolonial Literature: An Introduction*. New Delhi: Pearson Longman, 2008.
- Soyinka, Wole. *Myth, Literature and the African World*. Cambridge: CUP, 1976.

E 306 Introduction to Applied Linguistics and ELT

4 Credits | 100 Marks (70 Final Examination+20 Tutorial+10 Attendance)

This course introduces students to the vibrant fields of applied linguistics and ELT by offering an informed exposure to the role of language in human affairs and providing the knowledge necessary for those who are responsible for taking language-related decisions whether the need for those arises in the classroom, the workplace, the law court, or the laboratory. After the completion of this course, the students will develop both theoretical and empirical skills crucial to an understanding of language teaching and other language-related professional practices.

- Applied linguistics: Definition and development
- Applied linguistics: British, American, and Australian trends
- Applied linguistics: Aspects and scope
- ELT: Approaches, methods, and techniques
- ELT: Curriculum and syllabus design
- ELT: Materials development
- ELT: Assessment and testing
- ELT: Technology

Recommended reading

- Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: CUP.
- Cook, G. and North, S. (Eds.). (2010). *Applied linguistics in action*. New York: Routledge.
- Hunston, S. and Oakey, D. (2010). *Introducing applied linguistics: Concepts and skills*. New York: Routledge.
- McDonough, S. (2002). *Applied linguistics in language education*. New York: OUP.
- McNamara, T. (2000). *Language testing*. Oxford: OUP.
- Richard, J. C. and Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: CUP.
- Schmitt, N. (Ed.). (2002). *An introduction to applied linguistics*. New York: OUP.
- Weir, C. J. (1993). *Understanding and developing language tests*. London: Prentice Hall.

E 307 Professional Communications

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course introduces students to the art and practice of professional communication. After the completion of this course, the students will be able to understand and demonstrate the use of basic and advanced writing techniques that today's business demands, do presentations and interviews effectively, prepare successful reports, and make effective media texts.

BUSINESS COMMUNICATION

- Styles and techniques: The you-viewpoint; positive language; courtesy; five steps of planning, etc.
- Letters: Components of a letter; letter formats; cover letter; types of business letter: inquiry, quotations, orders, and tenders; claim and adjustment; complaint; credit and collection; sales, etc.
- Memorandum
- Job application and interview: Reading adverts; drafting job application; preparing CV/Résumé; types of Interview; strategies for success in interview; assessment criteria of job interview
- Meeting: Writing notices, minutes, memos, etc.; conducting a meeting; taking part in a meeting; asking for clarification; interrupting; asking for suggestions
- Report: Definition and purpose of a report; types of report; objectives of a report; format of a report; basic and subsidiary parts of a report; elements of a long formal report; abstract and executive summary; discussion of findings and analyses
- Proposal: Purposes of writing proposal; classification; planning; preparing a proposal; finishing touches; reading effective proposals

MEDIA TEXTS

- Notes, Notice, Advertisement, etc.
- Writing book review
- Writing short feature report for newspaper

PUBLIC SPEAKING

- Presentation employing visual aids
- Social ritual speeches: Announcement, welcome, award presentation, etc.
- Speech: Informative, demonstrative, etc.

Recommended reading

Taylor, Shirley. *Communication for Business: A Practical Approach*. London: Pearson Longman, 2005.

Ashley, A. *Oxford Handbook of Commercial Correspondence*. Oxford: OUP, 2003.

Friedmann, Anthony. *Writing for Visual Media*. London: Focal Press, 2013.

Guffey, Mary Ellen and Dana Loewy. *Business Communication: Process and Product*. Melbourne: Cengage Learning Inc., 2015.

Jaffe, Clella. *Public Speaking: Concepts and Skills for a Diverse Society (Fifth Edition)*. Canada: Thomson, 2007.

Means, Thomas. *Business Communication*. Melbourne: Cengage Learning Inc., 2010.

Rouse, Michael J. and Sandra Rouse. *Business Communication: a Cultural and Strategic Approach*. Canada: Thomson, 2002.

Stovall, James G.. *Writing for the Mass Media*. Princeton: Princeton Hall, 1985.

E 308 Translation Studies

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

After the completion of this course, the students will be acquainted with the important translation theories and areas of applied translation studies and, hence will be able to critically reflect on the linguistic and socio-cultural problems and potentials of translation and to apply the methods and strategies discussed in actual acts of translation.

- Definition, objectives and function of translation
- Linguistic Theories: Jakobson, Catford, Nida, Levý, Koller, and Newmark
- Socio-cultural Theories: Lefevere, Bassnet, Popović, Vermeer, Holmes, and Toury
- Types of translation
- Translation strategies
- Shifts, equivalence, relevance, untranslatability
- Power, ideology, difference, ethics
- History of translation in Bangladesh
- Applied translation

TEXTS

Rabindranath Tagore *Red Oleander*
 মুনীর চৌধুরী মুখরা রমণী বশীকরণ

TRANSLATION

At the end of the course, students are required to submit a piece of writing translated from Bangla into English. The word range of the piece is at least 1000 words.

Recommended reading

- Bassnett, Susan & Harish Trivedi. *Post-colonial Translation: Theory and Practice*. New York: Routledge, 2002.
- Larson, Mildred L. (Ed.) *Translation: Theory and Practice, Tension and Interdependence*. Amsterdam: John Benjamins Publishing Company, 2008.
- Pym, Anthony. *Exploring Translation Theories*. London: Routledge, 2010.
- Baker, Mona (Ed). *Routledge Encyclopedia of Translational Studies*. London and New York: Routledge, 1998.
- Bassnett Susan (Ed). *Translational Studies*. London and New York: Routledge, 1985.
- Riccardi, Alessandra (Ed). *Translational Studies: Perspectives on an Emerging Discipline*. Cambridge: CUP, 2002.
- Toury, Gideon (Ed). *Descriptive Translational Studies- and Beyond*. Amsterdam and Philadelphia: John Benjamins Publishing Company, 2012.
- Venuti, Lawrence (Ed.). *The Translation Studies Reader*. London: Routledge, 2000.
- Wakabayashi, Judy and Rita Kothari (Ed). *Decentering Translational Studies: India and Beyond*. Amsterdam and Philadelphia: John Benjamins Publishing Company, 2012.

FOURTH YEAR**38 Credits | 950 Marks****E 401 20th Century British and Irish Literatures I**4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course samples major works of seven British and Irish writers of the 20th century. After the completion of this course, the students will be able to read 'English' literature more productively by situating a literary piece against the socio-political background of the 20th century UK and significant modernist literary movements, such as surrealism, regionalism, postcolonialism, and theatre of the absurd.

William Butler Yeats	"The Man Who Dreamed of Faeryland," "The Lake Isle of Innisfree," "No Second Troy," "Easter 1916," "The Second Coming," "Leda and the Swan," "Byzantium"
Thomas Stearns Eliot	"The Love Song of J Alfred Prufrock," <i>The Waste Land</i>
Joseph Conrad	<i>Heart of Darkness</i>
David Herbert Lawrence	<i>Sons and Lovers</i>
James Joyce	<i>A Portrait of the Artist as a Young Man</i>
George Bernard Shaw	<i>Pygmalion</i>
Samuel Beckett	<i>Waiting for Godot</i>

Recommended reading

Dowson, Jane (Ed.). *The Cambridge Companion to Twentieth-Century British and Irish Women's Poetry*. Cambridge: CUP, 2011.

Kelly, Aaron. *Twentieth-Century Irish Literature*. Ann Arbor: The University of Michigan Press, 2010.

Levenson, Michael. (Ed.) *The Cambridge Companion to Modernism*. Cambridge: CUP, 2011.

Marcus, Laura and Peter Nicholls (Eds.). *The Cambridge History of Twentieth-Century English Literature*. Cambridge: CUP, 2004.

Piette, Adam and Mark Rawlinson (Eds.). *The Edinburgh Companion to Twentieth-Century British and American War Literature*. Edinburgh, EUP, 2012.

Shiach, Morag. (Ed.) *The Cambridge Companion to the Modernist Novel*. Cambridge: CUP, 2010.

E 402 20th Century American Literature I4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course samples some major American works in English of the 20th century. After the completion of the course, the students will be acquainted with a wide range of stylistic, structural, and narrative trends that impacted upon the 20th century American literature and, hence will be able to read 'American' literature in English more productively by situating a literary piece against the socio-political background of the 20th century USA, ranging from 'Roaring Twenties' to 'Lost Generation.'

Robert Frost	"Mending Wall," "Home Burial," "The Road Not Taken," "Birches," "Stopping by the Woods on a Snowy Evening," "Out, Out—," "Design"
Eugene O'Neill	<i>Long Day's Journey into Night</i>
Arthur Miller	<i>Death of a Salesman</i>
William Faulkner	<i>As I Lay Dying</i>
Ernest Hemingway	"Cat in the Rain," "A Clean, Well-lighted Place," "The Short Happy Life of Francis Macomber,"
Toni Morrison	<i>The Bluest Eye</i>

Recommended reading

- McDonald, Gail. *American Literature and Culture 1900-1960*. London: Blackwell Publishing, 2006.
- Kalaidjian, Walter. *The Cambridge Companion to American Modernism*. Cambridge: CUP, 2005.
- Bigsby, W.E. *The Cambridge Companion to Arthur Miller*. 2nd Edition. Cambridge: CUP, 2010.
- Grabes, Herbert. *Literature, Literary History, and Cultural Memory*. Germany: Gunter Narr Verlag Tübingen, 2005.
- Gandal, Keith. *The Gun and the Pen: Hemingway, Fitzgerald, Faulkner, and the Fiction of Mobilization*, Oxford: OUP, 2008.
- Urgo, Joseph R & Ann J. Abadie. (eds.) *Faulkner and His Contemporaries*. Jackson, MS: University Press of Mississippi, 2004.

E 403 Critical Theory and Critical Applied Linguistics

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course introduces students to the vibrant field of contemporary critical theories and critical applied linguistics. Offering eight critical schools and theories as diverse as formalism and poststructuralism and key aspects of critical pedagogy, the course requires reading seminal writings that have shaped the development of different critical theories. After the completion of the course, the students will be able to read discourses more productively, enter contemporary debates concerning identity and discourse, and apply relevant theories in studying and researching on literary, popular and other discourses.

CRITICAL THEORIES

- Formalism and New Criticism: Defamiliarization (Shklovsky); foregrounding (Mayakovsky); practical criticism (Richards)
- Structuralism and Semiotics: Sign and signification; paradigm and syntagm; binary oppositions; mythoi; archetypal criticism (Frye); narratology (Todorov); 'mythology' (Barthes)
- Reader-Oriented Theories: Hermeneutics; phenomenology; 'horizon of expectations' (Jauss); Reception theory (Iser); Speech act theory
- Marxist Literary Theory: Dialectic materialism; base and superstructure; ideology; alienation; commodity fetishism; hegemony (Gramsci); ISA (Althusser)
- Feminist Literary Theory: Androgyny (Woolf); Other (Beauvoir); 'Images of Women' criticism (Millet); gynocriticism (Showalter); *l'écriture féminine* (Cixous); black feminist criticism (Smith); postcolonial feminism (Spivak)
- Psychoanalytic Criticism: Oedipal Complex; the unconscious; drives and defenses; the dream-work; object relations theory; Imaginary, Symbolic and Real; trauma
- Post-structuralism and Deconstruction: Logocentrism, difference, and aporia (Derrida); *jouissance* (Kristeva); the death of the author (Barthes); rhizome, deterritorialization, and becoming (Deleuze); disciplinarity (Foucault)
- Postmodernism: Capitalism (Eagleton); grand narrative (Lyotard); intertextuality (Kristeva); hyperreality (Baudrillard); pastiche (Jameson)
- Cultural Theory: Culture; popular culture; consumption; representation (Hall)

CRITICAL APPLIED LINGUISTICS

- The politics of knowledge, language and difference
- Critical pedagogy: Micro and macro relations; agency, nativity, and resistance; self-reflexivity; heterosis
- Critical Discourse Analysis: Critical literacy; language, ideology, and power; postlinguistics

Recommended reading

- Barry, Peter. *Beginning Theory*. Manchester: MUP, 2002.
- Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. London: Routledge, 2014.
- Darder, Antonia, Marta Baltodano, and Rodolfo D Torres. *The Critical Pedagogy Reader*. New York and London: RoutledgeFalmer, 2003.
- Davies, Alan. *An Introduction to Applied Linguistics: From Practice to Theory*. 2nd Edition. Edinburgh: EUP, 2007.
- Fairclough, Norman. *Critical Discourse Analysis: The Critical Study of Language*. 2nd Edition.

- London and New York: Routledge, 2013.
- Leitch, Vincent B *et al* (Ed.). *The Norton Anthology of Theory and Criticism*. New York: W W Norton & Norton Company, 2001.
- Makoni, Sinfrey and Alastair Pennycook (Eds.). *Disinventing and Reconstituting Languages*. Toronto: Multilingual Matters Ltd., 2007.
- Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. New Jersey, London: Lawrence Erlbaum Associates Publishers, 2001.
- Nayar, Promod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Delhi: Longman Pearson Publisher, 2010.
- Ryan, Michael. *Literary Theory: A Practical Introduction*. 2nd Edition. Massachusetts: Blackwell Publishing, 2007.
- . *Literary Theory: A Practical Introduction*. 1999. Massachusetts: Blackwell Publishing, 2004.
- Seidlhofer, Barbara (Ed.). *Controversies in Applied Linguistics*. Oxford: OUP, 2001.
- Selden, Raman, Peter Widdowson and Peter Brooker. *A Readers' Guide to Contemporary Literary Theory*. London: Pearson, 2005.
- Tyson, Lois. *Critical Theory Today: A User Friendly Guide*. 3rd Edition. London: Routledge, 2015.
- Waugh, Patricia (Ed.). *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2006.
- Wodak, Ruth and Michael Meyer (Eds.). *Methods of Critical Discourse Analysis*. 2nd edition. London: Sage, 2009.

E 404 Sociolinguistics

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

The objective of this course is to provide students with a sound understanding of language in relation to society. After the completion of this course, the students will be acquainted with the practical issues concerning the mutual relationship between language and society and, hence will be able to apply the knowledge to second/foreign language learning/teaching.

The course content covers:

- Definition and scope of sociolinguistics
- Sociolinguistics and sociology of language
- Language and dialect: standard language, dialect, and language standardization
- Pidgin and pidginization, and creole and post-creole continuum
- Language and geography: wave theory and isogloss
- Diglossia and bilingualism
- Code-switching, code mixing, and borrowing
- Language planning and policy: theories, ideologies and case studies
- Language and culture, and Sapir-Whorf Hypothesis
- Language and gender, and language identity

Recommended reading

- Holmes, J. (2001). *An introduction to sociolinguistics* (2nd ed.). Essex: Pearson Education..
- Kramsch, C. (1998). *Language and culture*. Oxford: OUP.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford: OUP.
- Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4th ed.). London: Penguin Books.
- Wardhaugh, R. (2010). *An introduction to sociolinguistics* (6th ed.). Malden, MA: Wiley-Blackwell.
- Yule, G. (2006). *The study of language* (3rd ed.). Cambridge: CUP.

E 405 Semantics and Pragmatics

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course is concerned with the varied aspects of semantics and aims at exposing students to the study of meaning from both linguistic and philosophical standpoints. After the completion of this course, the students will be able to locate and analyze the diverse range of human discourse.

The content of the course covers:

- Meanings of meaning, difficulties in studying meaning, meaning relations and types of meaning
- Words and sentences as semantic units, lexical and grammatical meaning and componential analysis
- Transactional and interactional functions of language, Spoken and written language, sentences versus utterances
- Cohesion and coherence in text
- Discoursal features, and Grice's maxims
- Speech acts
- Conversational analysis

Recommended reading

Coulthard, M. (1985). *An introduction to discourse analysis*. London: Longman.

Halliday, M. A. K. and Hasan, R. (1976). *Cohesion in English*. London: Longman.

Leech, G. (1981). *Semantics*. Harmondsworth: Penguin.

McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: CUP.

Yule, G. (1996). *Pragmatics*. Oxford: OUP.

CONCENTRATION ON LITERATURES IN ENGLISH AND CULTURAL STUDIES

E 406 20th Century British and Irish Literatures II

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course samples poems, plays, and novels of eight major British and Irish writers of the 20th century. After the completion of this course, the students will be able to read 'English' literature more productively by following dominant trends in the narrative technique, structure, style, and theme of modern and postmodern literatures and situating a literary piece against the socio-political scenario of the 20th century UK.

E M Forster	<i>A Passage to India</i>
Virginia Woolf	<i>Mrs Dalloway</i>
Graham Greene	<i>The Quiet American</i>
Wystan Hugh Auden	"Musée des Beaux Arts," "In Memory of W. B. Yeats," "Spain 1937," "The Shield of Achilles"
Dylan Thomas	"After the Funeral," "Do Not Go Gentle into That Good Night," "The Force that through the Green Fuse Drives the Flower," "Fern Hill"
John Osborne	<i>Look Back in Anger</i>
Ted Hughes	"The Thought-Fox," "Jaguar," "A Woman Unconscious," "Daffodils"
Harold Pinter	<i>The Birthday Party</i>

Recommended reading

Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: CUP, 2007.

Levenson, Michael. (Ed.) *The Cambridge Companion to Modernism*. Cambridge: CUP, 2011.

Linett, Maren Tova. (Ed.) *The Cambridge Companion to Modernist Women Writers*. Cambridge: CUP, 2010.

Marcus, Laura and Peter Nicholls. (Eds.) *The Cambridge History of Twentieth-Century English Literature*. Cambridge: CUP, 2004.

Shiach, Morag. (Ed.) *The Cambridge Companion to the Modernist Novel*. Cambridge: CUP, 2010.

E 407 20th Century American Literature II4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course samples some major American works in English of the 20th century. After the completion of the course, the students will be acquainted with a wide range of stylistic, structural, and narrative trends that impacted upon the 20th century American literature and, hence will be able to read 'American' literature in English more productively by situating a literary piece against the literary movements and socio-political scenario of the 20th century USA incorporating issues of nationalism and ethnicity.

Willa Cather	<i>My Mortal Enemy</i>
William Carlos Williams	"The Portrait of a Lady," "The Red Wheelbarrow," "This is Just to Say," "A Sort of a Song"
Saul Bellow	<i>Seize the Day</i>
Robert Lowell	"The Quaker Graveyard at Nantucket," "For the Union Dead," "Skunk Hour"
Lorraine Hansberry	<i>A Raisin in the Sun</i>
Allen Ginsberg	<i>Howl</i> , "September on Jessore Road"
Sylvia Plath	"Daddy," "Lady Lazarus," "Ariel"
Maya Angelou	"Still I Rise", "Phenomenal Woman"
Leslie Marmon Silko	<i>Ceremony</i>

Recommended reading

Raskin, Jonathan. *American Scream: Allen Ginsberg's Howl and the Making of the Beat Generation*. California: UCP, 2005.

MacGowan, Christopher. *The Twentieth-Century American Fiction Handbook*. UK: Willey Blackwell, 2011.

Beach, Christopher, *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge: CUP, 2003.

E 408 20th Century Australian, Canadian, and Indian Literatures in English4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course introduces students to the rich variety of the Australian, Canadian, and Indian literatures in English of the 20th century. After the completion of the course, the students will be acquainted with a panoramic array of contemporary experiences, ranging from diaspora and hybridity to history and nationalism and, hence will be able to study the complicated play of domination and resistance that informs contemporary humanity. Knowledge of the socio-political and cultural background of the modern day Australia, Canada and India, the history of the European colonization, and anti-colonial resistance movements is required.

Patrick White	<i>A Fringe of Leaves</i>
Kamala Das	"An Introduction," "The Invitation," "The Looking-Glass," "The Freaks," "The Old Playhouse"
Nissim Ezekiel	"Background, Casually," "Night of the Scorpion," "The Visitor," "Goodbye Party for Miss Pushpa T.S."
Amitav Ghosh	<i>The Shadow Lines</i>
R K Narayan	<i>The Guide</i>
Salman Rushdie	<i>Midnight's Children</i>
Philip Michael Ondaatje	<i>The English Patient</i>

Recommended reading

- Huggan, Graham. *Australian literature: postcolonialism, racism, transnationalism*. Oxford: OUP, 2007.
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso, 1983.
- Sugars, Cynthia & Gerry Turcotte. (Eds.) *Unsettled Remains: Canadian Literature and the Postcolonial Gothic*. Ontario: Wilfrid Laurier University Press, 2009.
- O'Reilly, Nathanael. *Postcolonial Issues in Australian Literature*. New York: Cambria Press, 2010. Trivedi, Harish & Richard Allen. (Eds.) *Literature and Nation*. London: Routledge, 2000.
- Shankar, Subramanian. *Flesh and Fish Blood: Postcolonialism, Translation, and the Vernacular*. London: University of California Press, 2012.

E 409 Research Methods in Literatures in English and Cultural Studies

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

The objective of this course is to familiarize students to the theory and practice of research in literary and cultural studies. After the completion of the course, the students will be able to successfully conduct research on different facets of literatures in English and Cultural Studies.

RESEARCH METHODOLOGY

- Basics: Definition, classification and objectives of research; research skills, techniques, and methods; research problems; hypotheses; research design; literature review, etc.
- Research methods for English and Cultural Studies
- Planning: Sampling; preparing proposal; writing an abstract, etc.
- Data collection: Using library and Internet; summarizing, paraphrasing, and quoting; interviewing; questionnaire; opinionnaire; survey
- Data analysis: Operational framework; theoretical framework; inferring, etc.
- Writing: Structure of a research paper/thesis; formal style; editing and proofreading
- Documentation: Citations; bibliography; MLA and APA stylesheets

RESEARCH PAPER

At the end of the course, students are required submit research papers of around 5000 words. The topics of the research paper must relate to literatures in English or Cultural Studies, and be chosen by the students in consultation with the Course Tutor/the Course Teacher.

Recommended reading

- Alasuutari, Pertti. *Researching Culture: Qualitative Method and Cultural Studies*. California: Sage Publishers, 1995.
- Correa, Delia da Sousa and W. R. Owens. *The Handbook to Literary Research*. London and New York: Routledge, 2009.
- Eliot, Simon and W R Owens. (eds.) *A Handbook of Literary Research*. 2nd edition. London: The Open University, 2010.
- Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London: Sage Publishers, 2003.
- Griffin, Gabriele (Ed.). *Research Methods for English Studies*. Jaipur: Rawat Publications, 2007.
- Kothari, C R. *Research Methodology: Methods & Techniques*. 2nd edition. New Delhi: New Age International, 2009.
- Lenburg, Jeff. *Guide to Research*. New Delhi: Viva Books, 2007.
- Modern Language Association of America. *MLA Style Manual and Guide to Scholarly Publishing*. USA, 2008.
- Pickering, Michael (Ed.). *Research Methods for Cultural Studies*. Edinburgh: EUP, 2008.
- Saukko, Paula. *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. London: Sage, 2003.
- Sinha, M P. *Research Methods in English*. New Delhi: Atlantic, 2004.

CONCENTRATION ON APPLIED LINGUISTICS AND ELT

E 410 Phonetics and Phonology

4 Credits | 100 Marks (70 *Final Examination* + 20 *Tutorial* + 10 *Attendance*)

This course exposes students to the basic phonetic and phonological aspects of English language. After the completion of this course, the students will be equipped with necessary skills in English pronunciation and phonological constraints, and hence will be able to teach and research on the sound system of English language.

The items to be studied here include:

- Phonetics and phonology: Definitions, classification and differences
- Vowels: Monophthongs, diphthongs and triphthongs, and their places and manners of articulation
- Consonants: Places and manners of articulation
- Syllables: Nature, and phonotactic possibilities
- Stress: Types, factors of stress prominence, rules for stress placement within words
- Aspects of speech fluency: Strong-weak form words, elision, and assimilation
- Tones: Types, meanings, and functions
- Intonation: Definition, and functions
- IPA transcription of words and connected speech

Recommended reading

Gimson, H. C. (1989). *An Introduction to the pronunciation of English*. London: EA.

Kenworthy, J. (1987). *Teaching English pronunciation*. England: Longman.

Roach, P. (2000). *English phonetics and phonology*. Cambridge: CUP.

E 411 Morphology and Syntax

4 Credits | 100 Marks (70 *Final Examination*+20 *Tutorial*+10 *Attendance*)

This course is essentially descriptive. After the completion of this course, the students will be acquainted with knowledge of major grammatical categories and rules needed to write good English and, hence will be able to teach and research on the production and perception of the proper processes of word formation and sentence construction in real-life communication.

The course content is as follows:

- Morphemes: Definition, classification and word formation
- Complex noun phrases: Head, determiners and modifiers
- Complex verb phrases: Classification, modality, operators, catenatives, tensed VP, non-tensed VP
- Adjectives and adverbs: Characteristics, criteria and their syntactic functions
- Prepositions and prepositional phrases
- Subordination and coordination
- Time, tense and aspects
- Pro-forms and ellipsis
- Passivization

Recommended reading

Leech, G. (1971). *Meaning and the English verb*. London: Longman.

Palmer, F. R. (1974). *The English verb*. London: Longman.

Quirke, R. S. et al. (1972). *A grammar of the contemporary English*. London: Longman.

Quirke, R. et al. (1985). *A comprehensive grammar of the English language*. London: Longman. 1985.

Svartvik, J. and Leech, G. A. (1973). *A communicative Grammar of English*. London: Longman.

E 412 Psycholinguistics

4 Credits | 100 Marks (70 Final Examination+20 Tutorial+10 Attendance)

This course includes varied aspects of child language acquisition as well as second/foreign language learning and acquisition. After the completion of this course, the students will develop critical insights into how L₁ and L₂ are learned/acquired and what affects learning/acquiring them.

The course content is as follows:

- Child language acquisition: Pre-linguistic stage, babbling stage, sensori-motor stage, holophrastic stage, two-word stage and telegraphic stage
- L₁ acquisition theories: The behaviourist theory, mentalist theory, biological theory, and cognitive theory
- L₂ learning theories: The monitor model, interlanguage theory, linguistic universals, acculturation theory, and cognitive theory
- Individual factors in L₂ learning: Age, aptitude, attitude, motivation, personality, cognitive style, memory, etc.

Recommended reading

Clark, H. and Clark, E. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.

Ellis, R. (1986). *Understanding second language acquisition*. Oxford: OUP.

McLaughlin, B. (1987). *Theories of second language learning*. London: Edward Arnold.

Skehan, P. (1989). *Individual differences in second language learning*. London: Edward Arnold.

E 413 Research Methods in Applied Linguistics and ELT

4 Credits | 100 Marks (70 Final Examination + 20 Tutorial + 10 Attendance)

This course is meant to familiarize students with the different theoretical and practical facets of research into English language learning and teaching, and hence equip them to critically read research articles and reports, and help them prepare for the dissertation. Its contents cover:

RESEARCH METHODOLOGY

- Research: Concept, classification, and nature
- Basic of research: Statement of the problem, objective of the study, justification of the study, research questions/hypotheses, definition of terms, and limitations of the study
- Literature review: What, why, and how
- Research methodology: Sampling, instrumentation, data collection, and data analysis
- Findings: presentation, and discussion
- Conclusion: Inference, and recommendations
- Documentation and referencing: The APA style (latest edition)
- Practice: A research proposal; sample structures of research papers and dissertations/theses

RESEARCH PAPER

A research paper of around 5000 words has to be submitted at the end of the course. The topic of the research paper must relate to applied linguistics and ELT, and be chosen by the student in consultation with the Course Tutor/the Course Teacher.

Recommended reading

Hatch, E. and Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, Mass.: Newbury House.

Seliger, H. W. and Shohamy, E. (1989). *Second language research methods*. Oxford: OUP.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

Alison, M. and Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.